

Webinar 1 Handouts

9.15.11

RTA INTERVENTION TEAM – It is strongly recommended that all RTA schools have an Intervention Team in place (e.g., RTA Intervention Teacher, RTA Data Coordinator, building principal, classroom teacher, school media specialist). The parent/guardian of the identified student should also be considered part of the RTA team as it pertains to his/her child. The role of the RTA Intervention team is to:

- ☐ Collaborate to develop and monitor reading intervention plans for identified students
- ☐ Coordinate resources (materials and/or personnel) for struggling readers
- ☐ Meet on a regular basis to:
 - Review recommendations (based on additional criteria/assessments) to determine intervention program eligibility for those students scoring at stanine 4 (low average)
 - Discuss and determine the plan for exiting individual students from the intervention program

Suggested Team Membership:

- RTA Teacher
- Classroom Teachers
- Other Reading Interventionists/Specialists
- School Administrator
- Support Personnel (Family Resource, counselors, etc)
- School Media Specialist
- Data Coordinator

The Role of the RTA Team is to discuss:

- System of interventions
 - The Kentucky System of Interventions Document may be used as a guide.
<http://www.education.ky.gov/KDE/Instructional+Resources/Kentucky+System+of+Interventions/>
 - Resources available to the school and/or students
 - School master schedule
 - Decision-making rules
 - Assessment data

Decision Making Rules:

- Determine when students should be considered for an intervention
- How often a student should be progress monitored
- Who writes a student's intervention plan and the frequency at which it should be re-evaluated
- Establish criteria for determining student's responsiveness to the intervention

Analyzing Grade-Level/School Data Steps:

1. Calculate the percentage of students successful at benchmark.
2. Identify tier 1/core curricular gaps, concerns, strengths. Decide how and when these will be addressed in the core instruction.
3. Use diagnostic data to determine each student's strengths and weaknesses. Then, remove the tier 1 curricular gaps you identified in step 2 from the student's plan. These should be addressed in tier 1 so they may not need to be a focus of the intervention. If it would be detrimental to the student's progress to not address these in the intervention then make necessary adjustments. After removing the core/tier 1 gaps, focus on the remaining skills/concepts and set priorities, a timeline, and establish student goals.

Student Intervention Plans

Minimum Requirements:

- Student strengths and weaknesses
- Student goal(s)
- Student timeline for instruction and identify the number of anticipated intervention sessions
- Regular progress monitoring timeline established

When developing a student plan, always indicate the number of sessions the intervention is being designed for instead of the number of weeks. There are many reasons for a student to miss an intervention: student or teacher absence, field trip, assemblies, etc. If a number of weeks were indicated then the student's intervention is not as long as initially planned because of unexpected situations. However, if a child's plan is developed around the number of sessions then the child will receive the exact number of session initially indicated. The number of sessions can be updated/changed at any time based on absences, lack of performance, etc. Remember, RTA is meant to be a short-term intervention.

Reading Recovery's Predictions of Progress is also another way to address the above mentioned requirements for a student intervention plan.

Two intervention plans and/or tracking of student progress monitoring data have been provided as samples.